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ABSTRACT

This packet contains a set of assessment activities to identify gifted and talented children at the kindergarten level, based on Howard Gardner's theory of multiple intelligences. The six assessments measure linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, and interpersonal/intrapersonal intelligence. For each assessment, the following items are included: a materials list; procedures for the experience phase, in which students become familiar with the materials; procedures for the performance phase, in which students are assessed; and an assessment form. (JDD)

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JAVITS 7+

GIFTED AND TALENTED PROGRAM

(Revised 1991)

KINDERGARTEN
ASSESSMENT MODEL

Community School District 18
755 East 100 Street
Brooklyn, New York 11236

Harvey Garner, Ph.D.
Community Superintendent

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FOREWORD

This packet contains a set of assessment activities which are based on Howard Gardner's theory of multiple intelligences.

They are designed to provide evaluative information which will enable teachers to plan for instruction.

Please review all of the intelligence assessments thoroughly before their administration.

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We would like to gratefully acknowledge the dedicated work of the members of the Javits 7+ Gifted and Talented Program Development Committee. Their energy, enthusiasm, commitment and love of children have enabled us to design an assessment model that will allow educators to view children in a more meaningful way.

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PREFACE

An Overview of the Assessment Model

The multiple intelligences approach strives toward making assessment engaging and enjoyable for the child and informative for the adults who interact with the child. It stresses the notion of assessment as an ongoing process, the necessity of previous exposure to materials, and the importance of a meaningful context in which the assessment takes place.

There are six assessments included in this packet:

- **linguistic**: designed to identify strength in oral expression through coherent, sequential and effective presentation of ideas;
- **logical-mathematical**: designed to identify strength in reasoning through recognition of patterns and order;
- **spatial**: designed to identify strength in representing and manipulating spatial configurations through visual presentation of ideas;
- **musical**: designed to identify strength in musical ability through recognition and production of elements such as rhythm, pitch and theme;
- **bodily-kinesthetic**: designed to identify strength in the ability to use all or part of one's body through the performance of tasks or in fashioning products;
- **interpersonal/intrapersonal**: designed to identify strength in the ability to understand other individuals through interactions and/or to draw upon one's own range of abilities as a means of guiding one's own behavior.

For each assessment there are two phases: **experience** and **performance**. During the **experience** phase, it is essential for the children to have exposure to and become familiar with the materials that will be used to assess their **performance**.

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MATERIALS NEEDED FOR ASSESSMENT

1. Linguistic

   - storyboard village

2. Logical-Mathematical

   - snap cubes
   - yarn
   - "The Cookie Game" card

3. Spatial

   - pattern blocks
   - 4 cards
   - art folder (collage materials)

4. Musical

   - prerecorded tape

5. Bodily-Kinesthetic

   - prerecorded tape

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LINGUISTIC INTELLIGENCE ASSESSMENT

1. EXPERIENCE PHASE

Introduction to Storytelling

The teacher will introduce the storyboard village (minus selected pieces)* to the class.

Say: "Boys and girls, this is called a storyboard. It will be here in our room and each of you will have a chance to tell your own story."

The teacher then sets up the storyboard (see Diagram A) and tells the model story:

* * * * *

It was a clear, sunny day in the land of Poozoo. In the morning, Charlie called for his friend Peter. (Teacher knocks)

"Can Peter come out to play?," asked Charlie.

Peter's mom replied, "He is outside playing. Go look for him. He has a surprise to show you."

Charlie went searching for Peter. Charlie kept calling, (say loudly) "Peter, Peter, where are you?"

Soon Charlie met a cow. "Have you seen my friend Peter?"

The cow answered, "No, I haven't seen him today."

Charlie continued walking. Next he met a sheep and a horse. "Im looking for my friend Peter. Have you seen him?"

"No, we haven't seen him."

All of a sudden Charlie noticed Peter sitting on a bench with a cute brown puppy. "Hi Peter. I'm glad I found you. Whose dog is that?"

Peter replied, "That's what I've been waiting to show you."

* * * * *

(* the bridge, car, tube and felt pieces are to be removed during the experience phase)

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LINGUISTIC INTELLIGENCE ASSESSMENT

Materials: These are the items needed to set up the model story.

2 plastic people

1 wooden (yellow or green) female figure

4 blocks

4 roofs: 2 , 1 , 1

7 trees

6 rectangular blocks (set up as 2 benches)

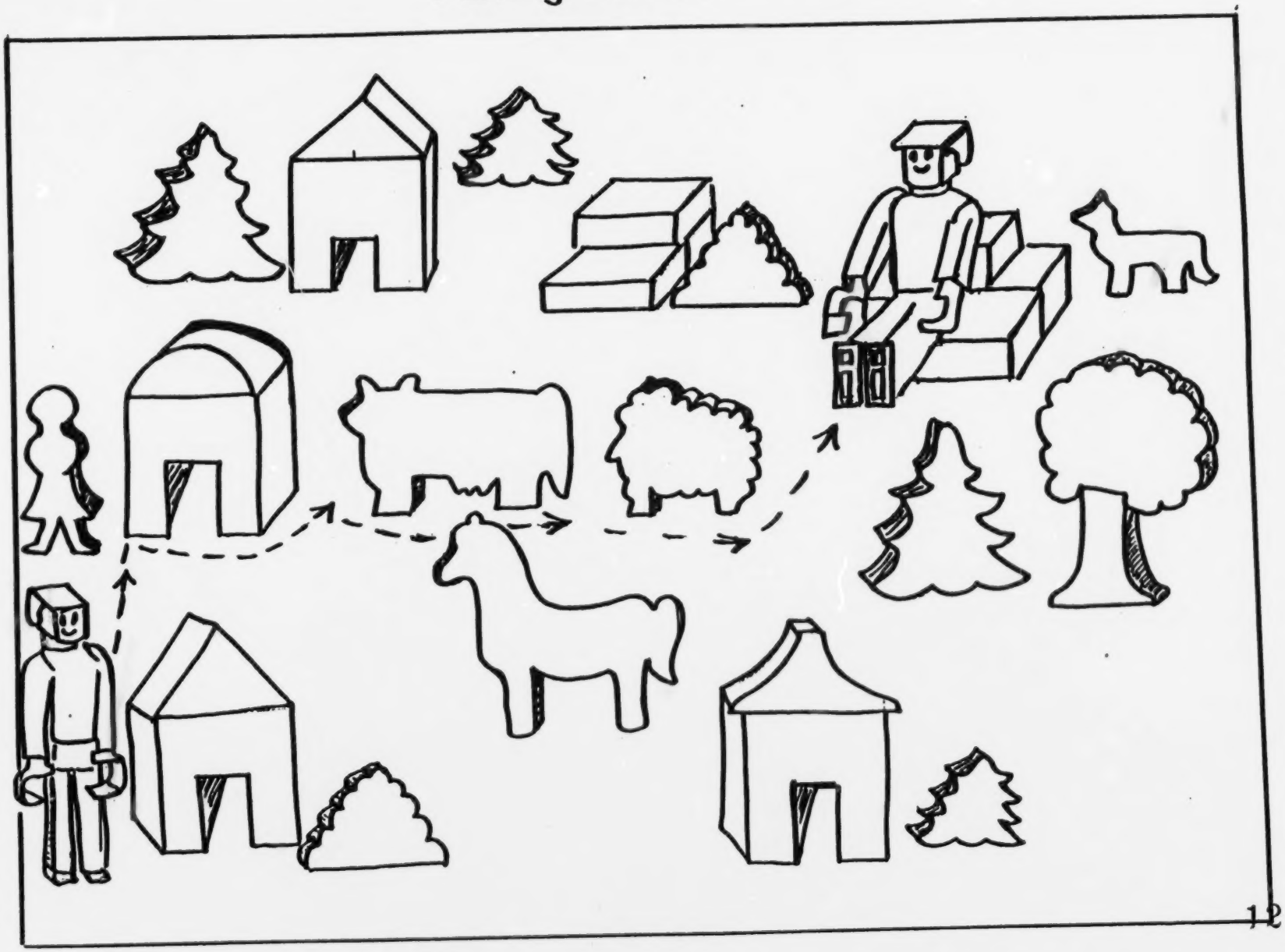
1 cow

1 dog

1 sheep

1 horse

Diagram A



11

12

Note: Dotted line indicates Charlie's path during the teacher's model story.

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II. PERFORMANCE PHASE

1. Display, in random fashion, the following components for the storyboard kit:

   1. storyboard (oaktag)
   2. all the blocks
   3. brown, blue, green felt *
   4. car *
   5. bridge *
   6. tube *
   7. 4 big people
   8. 4 little people
   9. all trees
   10. all the blocks

   (* items previously removed, during experience phase)

   Place items next to storyboard, not on storyboard.

2. Teacher says, "Today I would like you to tell me a story. You may use any of these pieces to tell your story. This is your story--it can start and end any way you want. I will sit here quietly and listen to your story. Let me know when you are ready to begin."

- Allow child time to handle and set up props.

- If child has trouble starting, ask: "How do you want to begin your story?" If further support is needed, tell the child, "You can start by moving something around and telling what it is doing."

- If child appears to be more interested in the manipulation of the props, say, "I would like to hear your story."

- If the child is still telling the story after five minutes, explain, "It's time to finish up your story."

COMPLETE SCORE SHEET

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LINGUISTIC ASSESSMENT SCALE

Pupil _____ School _____

Teacher _____ Class _____

Ratings:
1. Not evident
2. Somewhat evident
3. Evident
4. Highly evident
5. Extremely evident

ACTIVITY: THE STORYBOARD

1. Uses a variety of vocabulary. ____
   Notes:

2. Uses a variety of sentence structures. ____
   Notes:

3. Uses voice in an effective manner. ____
   Notes:

4. Use of dialogue to communicate ideas. ____
   Notes:

5. Story is coherent, sequential and well-connected. ____
   Notes:

6. Unusual/imaginative presentation of ideas ____
   Notes:

(Top score = 30 points) TOTAL LINGUISTIC SCORE ____

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LOGICAL-MATHEMATICAL ASSESSMENT

I. EXPERIENCE PHASE: PATTERNS

A. Introductory Activity

(Note: This activity is designed to provide preassessment experience with snap cubes. The teacher should encourage the children to experiment with multicolored snap cubes and allow them to discover different ways to create patterns.)

1. Introduce snap cubes. Distribute two strips of cubes, each a different color, to pairs of children.

2. Demonstrate the formation of a pattern by snapping one red and one purple cube together; model the addition of a red and purple cube to continue the pattern.

3. Point to each cube in the pattern and have the students name the color: red, purple, red, purple, etc.

4. Have students use their cubes to make the same pattern of alternating colors with the colors they were given.

5. Show the students a new pattern of cubes: two white, two green, two white.

6. Ask: **What is the pattern of these cubes?**
   What cubes come next? (two green)

7. Tell the children that each white cube will call for a hand clap, and each green cube will call for a pat on the head. Model the movement of white-white-green-green-white-white with a clap-clap-pat-pat-clap-clap.

   Have the children repeat the movement pattern.

8. Have each group use their cubes to make the same pattern using their colors. Allow each group to share their pattern and act out the movement.

9. Have each group create their own pattern with the cubes; allow groups to act out the patterns with a movement; allow other children to guess their pattern of snap cubes.

After children have had sufficient time to play and experiment with the snap cubes you may begin the formal math assessment.

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II. PERFORMANCE PHASE

Materials

- Snap cubes (various colors)
- 2 pieces of wool or string

Have at least 10 cubes in each of five colors available for the child; have other bars of snap cubes prearranged in the following patterns (use contrasting colors):

Pattern #1: A B A B A B

Pattern #2: A A B B A A

Pattern #3: A A A B A A A B A A A B

Pattern #4: A A B B C A A B B C

[Note: Each letter denotes a change of color, e.g.,

Pattern #1 might be: blue, red, blue, red, etc.

Pattern #4 might be: blue, blue, red, red, yellow, etc.]

Show Pattern #1 to the child.

1) Say: "Look at the pattern I have made with my cubes."

Read pattern orally with the child (e.g., "blue, red, blue, red, etc.")

2) Say: "Now use your cubes to make this pattern longer."

If child can continue your pattern, say:

"Great! NOW use different colors to make the same pattern."

(Indicate score for Pattern #1 on score sheet.)

3) Say: "Great work! -- Let's work with a new pattern."

Continue procedure for patterns 2, 3 and 4, indicating score after each pattern.

4) Say: "Now use as many cubes as you need to make your own pattern. Remember, your pattern should be different from the patterns we already made."

After child completes a pattern, ask:

"What would come next in your pattern?"

Indicate score for child's pattern.

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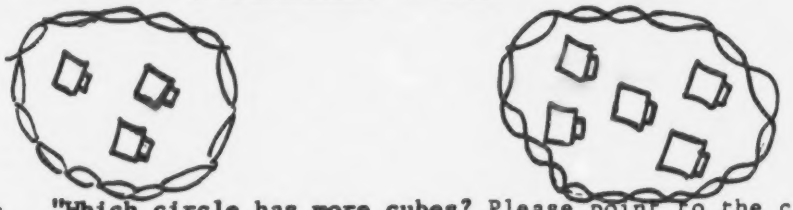
B.

1) Say: "Now we are going to talk about more and less."

Set up two circles using wool or string to hold snap cubes. Place 3 unattached cubes in one circle and 5 unattached cubes in the other circle. Cubes are to be placed in random order and must be the same color.



2) Ask: "Which circle has more cubes? Please point to the circle with more."

- Child indicates a set. Whichever set the child indicates, whether correct or incorrect, remove the snap cubes from the other circle (the circle not pointed to.)

  Indicate score on score sheet.

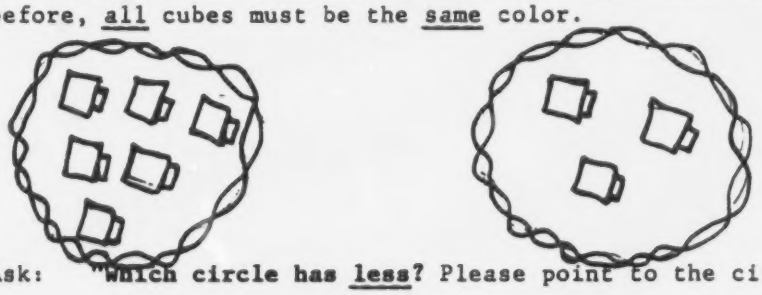
3) Now point to the empty circle and say:

  "Now in this circle I want you to use your cubes to show more than this circle." (Point to the circle with cubes.)

  Indicate score on score sheet:

4) Now empty both circles.

Put 6 unattached cubes in once circle and 3 unattached cubes in the other. As before, all cubes must be the same color.



5) Ask: "Which circle has less? Please point to the circle with less."

  Indicate score on score sheet.

6) Again, remove the set not indicated. Point to the empty circle and say:

  "In this circle, use your cubes to make a set that has less than this circle." (Point to the other circle.)

  Indicate score on score sheet.

7) Say: "Very good."

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C. The Cookie Game

Materials: Game card
10 unattached snap cubes of one color
10 unattached snap cubes of a second color

Say: "Now we are going to play The Cookie Game."

Show the game card to the child.

Say: "Lee and his mom like to eat cookies. Mom always eats more than Lee. Let us see if you can discover a pattern, so you can figure out the number of cookies they each ate last week. You may want to use these snap cubes (point to the cubes) to help you."

Directions

Show child the game board.

a) Say: "When Lee eats 1 cookie, Mom eats 2." (Point to appropriate boxes.)

b) Say: "When Lee eats 3 cookies, Mom eats 4." (Point to appropriate boxes.)

1) Point to the third column.

Ask: **"If Lee eats 2 cookies, how many cookies does Mom eat? What number of cookies should I put in the box?"** (Point to the appropriate box.)

- 3

Note: If the child reponds correctly (3), continue. If not, repeat a) and b) above.

2) Point to fourth column.

Ask: **"If Mom eats 5 cookies, how many does Lee eat? What number of cookies should I put in the box?"**

- 4

3) Point to the fifth column.

Ask: **"If Mom eats 3 cookies, how many does Lee eat?"**

- 2

4) Point to the sixth column.

Ask: **"If Lee eats 4 cookies, how many does Mom eat?"**

- 5

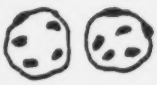
5) Point to the last column.

Ask: **"If Mom eats 1 cookie how many does Lee eat?"**

- 0

Say: "Thank you. You worked very hard today."

The Cookie Game

Lee	1	3	2	___	___	4	___
Mom	 2	4	___	5	3	___	___

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LOGICAL-MATHEMATICAL ASSESSMENT SCALE

Pupil _____ Class _____

Teacher _____ School _____

A. PATTERNS

	CANNOT continue pattern	CAN continue with same color (score 1 pt.)	CAN continue with different color (score 3 pts.)
Pattern # 1			
Pattern #2			
Pattern #3			
Pattern #4			
	CANNOT make pattern		CAN continue own pattern (5 points)
Child's Pattern			

TOTAL _____ + _____ = _____

B. MORE/LESS

1. Can indicate more (score 1 point) _____
2. Can make more (score 3 points) _____
3. Can indicate less (score 1 point) _____
4. Can make less (score 3 points) _____

TOTAL _____

C. THE COOKIE GAME

Rating: 1. Not evident 2. Evident 3. Extremely evident

1. Exhibits interest and perseverance during activity. _____
2. Demonstrates understanding of problem. _____
3. Score 1 point for each correct response up to 5 points:

Column 3	Correct answer 3	_____
Column 4	Correct answer 4	_____
Column 5	Correct answer 2	_____
Column 6	Correct answer 5	_____
Column 7	Correct answer 0	_____

____ of 5 correct = _____

(Top score = 36 points) **TOTAL ASSESSEMENT (A+B+C) =** _____

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SPATIAL INTELLIGENCE ASSESSMENT

I EXPERIENCE PHASE: PATTERN BLOCKS //

A. Introduction to Pattern Blocks

(Note: Each teacher needs to decide where pattern blocks will be used and how they will be displayed in the classroom, e.g., math center, or math manipulative area, in uncovered, easy to carry containers. It is suggested that in the exploratory phase, a limited amount of a variety of blocks are used.)

Note to Teacher: The introductory lesson is to be used either in a small group or as a whole class lesson. The additional suggested activities are needed to insure that children are familiar with pattern blocks and are comfortable using them.

Whole Class Introductory Lesson: Children should be seated in a circle on the floor.

Small Group Introductory Lesson: Can be done during playtime in the area where material is being stored.

Say: "I have something very special for the class."

Show container of pattern blocks to the class.

Ask: **"Can anyone guess what's inside this container?"**

- After eliciting responses, spill some of the pattern blocks in the middle of the circle.

Ask: **"What can we do with these blocks?"**

Invite one child at a time (up to three) to explore various uses of pattern blocks.

Provide for a minimum of one week of exploration with pattern blocks.

Suggested Activities for Pattern Blocks

For further exploration, enclosed is a packet of activity task cards to be used at the teacher's discretion.

Cards can be mounted on oak tag and laminated for durability.

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B. VISUAL ARTS

Note to Teacher: Children enjoy drawing from an early age. They communicate through their pictures long before they learn to write. This enjoyment and use of this form of expression should be encouraged whenever possible.

Suggested Drawing Activities

Experiment with materials: crayons, chalk, cray-pas.

Children experiment by making different kinds of lines, shapes, varying the pressure, using point or side of crayon or chalk, etc.

Drawing to illustrate mood

Children use line and color to represent mood. This activity can be conducted with accompanying music playing. Examine works by famous artists to illustrate how they "set the mood."

Line Drawings

Children can "take a line for a walk" on paper and then look for shapes in the design; or they can make line drawings of classmates who pose for them.

Other interdisciplinary drawing activities can include illustrating: a poem or story, an historical event, a geographical setting, a scientific observation, a math problem.

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C. Introduction to Collage

(Note: The following activities are suggested experiences for using collage materials. Please provide your students with these or similar experiences before the spatial assessment is given.)

Materials (Any of the following are suggested for classroom use.)

- Different kinds of paper (drawing, construction, shiny wrapping, wallpaper, foil, tissue, newspaper, magazines)
- Pre-cut random and geometric shapes, etc.
- Cardboard (plain, colored, corrugated)
- Wood scraps, toothpicks, pop sticks, etc.
- Miscellaneous (wool, glitter, sequins, feathers, fabric scraps, trimming ribbon, etc.)
- Cardboard or oak tag

Note to Teacher: There are probably as many different kinds of collages that can be made as there are types of materials that can be used. It is important to provide activities which will give opportunities to experiment and create. The activities following the introductory lesson can be used either in small group or whole group lessons.

Introductory Lesson: Working With Paper

1. Preparation: Have available pre-cut random pieces of construction paper in a variety of colors. Place on a tray or in a shallow container for the group.

2. Distribute large sheets of construction or drawing paper to children.

3. Begin the lesson by pointing to the container and asking: **"What do we have here?"** Discuss colors, shapes, sizes.

4. Ask the children what they could do with the colored shapes on the larger paper. Invite several children to demonstrate different arrangements.

5. Allow time for the children to experiment with the materials.

6. Encourage trying a variety of arrangements before gluing.

7. When the children are finished,display and discuss various aspects of their work.

   E.g., "Look at (child's name) picture. What do you like about this collage?"

   Elicit responses and call attention to how space, color and shapes are used in different and unusual ways.

Additional collage experiences follow which can be taught in the same or similar manner.

Geometric Designs

Repeat above procedures using pre-cut geometric shapes to create collages.

Cut or Torn Paper

Children cut and/or tear their own shapes to use in a collage.

Paper Potpourri

Use a variety of different kinds of paper (see materials list). Discuss properties of different papers (i.e., shiny, smooth, textures, thickness, etc.) before use.

Thematic Collages

Use magazine pictures, words, etc. to create a collage around a particular theme (i.e., family, animals, transportation, etc.) which is related to a school unit, or is of the child's choosing.

Mixed Materials

Use a variety of materials for children to create realistic or abstract collages.

Art Appreciation

Wherever possible, show children works by famous artists (Picasso, Braque, Louise Nevelson, etc.).

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II PERFORMANCE PHASE

A. Spatial Problem Solving: Pattern Blocks

Materials

Pattern Block Assessment Packet contains:

- 4 Shape Cards (A, B, C, D)
- Bag of Pattern Blocks

Procedure (to be done individually)

1. Teacher sits at a small table, away from the class, with the student facing the teacher.

2. Pattern blocks are on a tray (or in a small shallow dish) in front of the child.

3. Say: "Here are some pattern blocks. I am going to ask you to do some things with them."

4. Place card A in front of the child.

   Say: "Look at the shape on this card. Fill the shape with the blocks."

Note to Teacher: For card A, child may use one block or more than one block.

5. Repeat the procedure for cards B, C, and D.

NOTE: As a shape is completed, go on to the next card. If cards A and B are not completed, help the child to fill in the shapes to experience success. (Child who had difficulty with A and B need not continue with C and D and rest of assessment.)

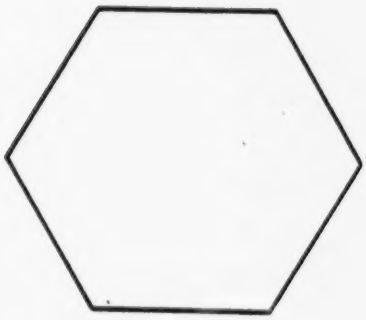
6. Call child's attention to cards C and D.

   Say: "You did this very well. Can you do one of these another way?" Child can select C or D and build on top, using different blocks.

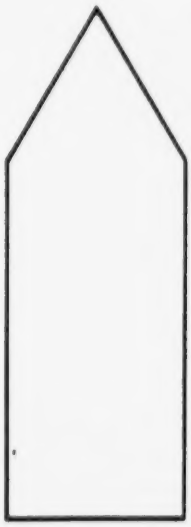
7. Provide a reasonable amount of time to complete. If child then needs help, you may offer it.

COMPLETE SECTION A OF SCORE SHEET

A

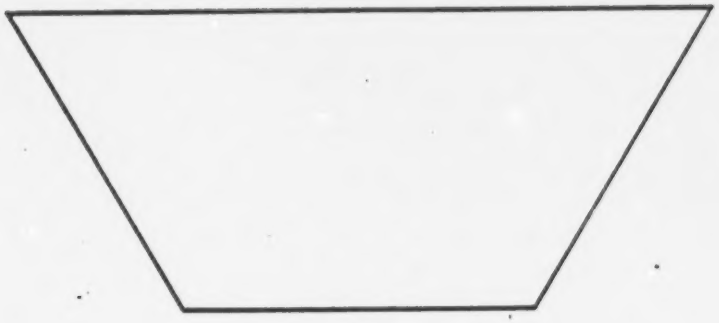


B

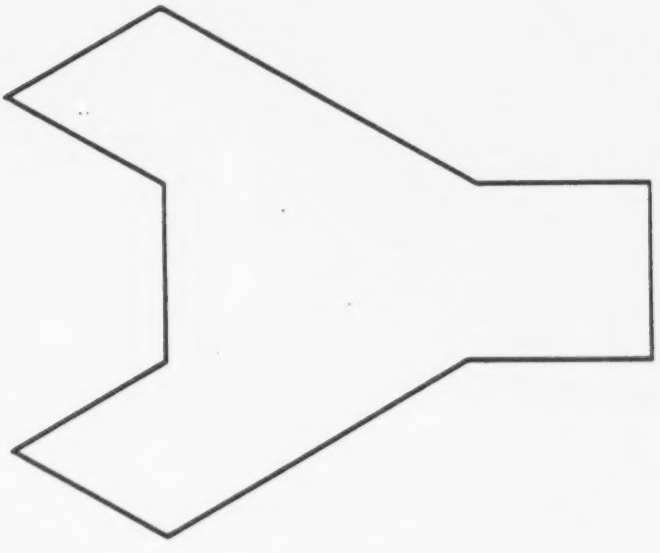


15a

C



D



15b

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B. VISUAL ARTS

Materials: paper and pencil

Say: "Hello (child's name)."

Today you are going to draw a picture of a person. Please use this paper and pencil."

Note to Teacher: If the child responds that he/she cannot draw a person, say, "Just try your best."

Allow the child TEN MINUTES for this activity. Notify the child after five minutes that he/she has a few minutes left to finish the picture. Make a positive comment to the child, e.g.,

"That was a great picture. You did a great job!"

COMPLETE SECTION B OF SCORE SHEET

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C. **Collage**

Assessment Activity

Note: This may be done individually or in small groups of up to four children. If groups are used, teacher must see that children work independently.

Materials

buttons
crayons
high gloss paper
glue
oak tag
yarn
pop sticks
wallpaper
scissors

(Before the assessment is given, take some of each material and place it on a tray or in a shallow box.)

Introduce activity by saying:

"Here are some different kinds of materials. You can use as little or as much as you like to make something on this oak tag. Do you have any questions?"

After answering any questions tell the child(ren) to begin.

If a child has a problem getting started, remind him/her of previous experiences and encourage him/her to start by experimenting and arranging materials.

Allow ample time (up to 15 minutes) for the child to complete this activity. (Observe child's behavior, interest, and approach during this activity.) Make positive comments about the child's collage.

COMPLETE SECTION C OF SCORE SHEET

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SPATIAL ASSESSMENT SCALE

Pupil _____ Class _____

Teacher _____ School _____

A. PATTERN BLOCKS

(Check appropriate space)

	NO	WITH HELP (score 1 pt)	YES (score 3 pts)
1. Child successfully filled in the pattern. A			
B			
C			
D			
2. Child successfully found another way to create patterns C or D			

TOTAL _____ + _____ = _____

3. Teacher Observations

Rating Scale 1. Not evident 2. Evident 3. Extremely evident

a) Evidence of thoughtful approach. _____
b) Evidence of problem solving. _____
c) Evidence of interest and perseverance. _____

TOTAL _____

TOTAL PART A _____

USE THE FOLLOWING RATING SCALE FOR PARTS B AND C:

Ratings:
1. Not evident
2. Somewhat evident
3. Evident
4. Highly evident
5. Extremely evident

B. VISUAL ARTS: DRAW A PERSON

1. Evidence of high interest and perseverance during the activity. _____
2. Performance advanced beyond age or grade level. _____
3. Evidence of a compostion using a variety of lines, shapes and patterns. _____
4. Evidence of detail. _____

TOTAL PART B _____

C. COLLAGE

1. Evidence of high interest and perserverance during the activity. _____
2. Resourceful and/or clever use of materials. _____
3. Unusual/unique composition (originality). _____
4. Evidence of good utilization of space. _____

TOTAL PART C _____

(Note: Top Score = 64)

TOTAL PARTS A + B + C = _____

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MUSICAL ASSESSMENT

I. Experience Phase

Provide children with listening and singing opportunities to become familiar with the following tunes:

"Twinkle, Twinkle Little Star"

"ABC Song"

"Baa Baa Black Sheep"

A. INTRODUCTORY LESSON: RHYTHM

Materials

Assorted rhythm instruments

Procedure

Have a box of rhythm instruments in front of the room.

Say: "Listen carefully to what I play. Here is my rhythm."

Play a simple rhythm on an instrument. For example, on a tambourine, play: beat, beat, pause; beat, beat, pause.

Say: "Listen again." (Repeat rhythm.)

"Now, let's use our hands to clap out the rhythm."

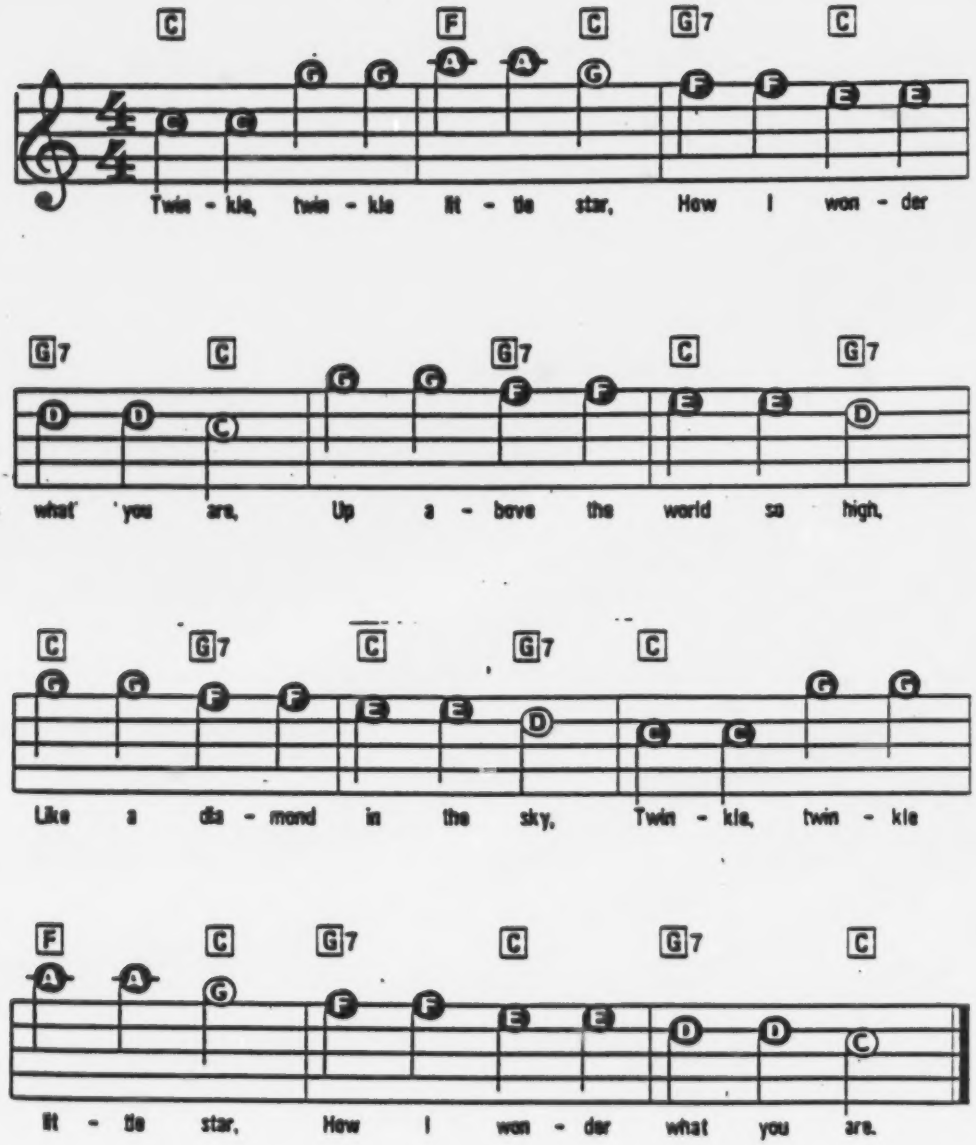
(E.g., clap, clap, pause; clap, clap, pause.)

Say: "(Child's name) is going to be our leader. Listen carefully to his/her rhythm."

Child chooses another instrument to play a rhythm. Have the class duplicate this rhythm by clapping.

Over several days provide opportunities for all children to be rhythm leaders.

Twinkle, Twinkle Little Star


C F C G7 C
Twin - kle, twin - kle lit - tle star, How I won - der
G7 C G7 C G7
what you are, Up a - bove the world so high,
C G7 C G7 C
Like a dia - mond in the sky, Twin - kle, twin - kle
F C G7 C G7 C
lit - tle star, How I won - der what you are.

Alphabet Song

C F C G7 C
A B C D E F G. H I J K
G7 C G7 C G7
L M N O P. Q R S and T U V.
C G7 C G7 C
W (dou - ble you) and X Y Z. Now you've heard my
F C G7 C G7 C
A B C. Tell me what you think of me.

Baa, Baa, Black Sheep

C F C
Baa, baa, black sheep have you an - y wool?
F C G7 C
Yes, sir, yes, sir, three bags full.
F C
One for my mas - ter, one for my dame, But
G7 C G7 C
none for the lit - tle boy who cries in the lane.

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B. INTRODUCTORY LESSON: PITCH

Materials

Piano (if available) or keyboard
Xylopipes
Bells

Procedure

Use piano (keyboard), xylopipes or bells to give children examples of same/different pitch.

Say: "Children, listen to these two sounds. Listen carefully." (Play the same sound on the instrument twice.)

Ask: **"Were these two sounds the same or were they different?"** (Play the same sounds again.)

- Elicit from the class that the sounds were the same.

Repeat the procedure. This time, however, play two different sounds of different pitch.

Ask: **"Were these sounds the same or were they different?"**

- Elicit from the class that the sounds were not the same. These two sounds were different.

Repeat, alternating between same and different sounds.

Begin with obviously different sounds and continue until these sounds are more similar and more of a challenge.

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II. PERFORMANCE PHASE

Materials

Prerecorded cassette tape
Tape recorder

A. Pitch Matching

Say: "Hello (child's name)."

"Today we are going to play a musical listening game. I am going to play a tape. Listen carefully to the two sounds that you will hear on the tape. I want you to tell me if the two sounds are the same or different."

Play the tape. The first three sets of sounds are sample sounds.

Sample sounds: same
same
different

Score after each response.

Recorded sounds:

1. same
2. different
3. different
4. same
5. different
6. same
7. different
8. same

B. Singing

Play tape of "Twinkle Twinkle." Stop the tape and ask the child if he/she knows the song.

If the child responds "yes" then ask the child to sing the song for you.

If child responds "no" ask the child if he/she knows "A,B,C" or "Baa Baa Black Sheep."

If the child responds "yes" have him/her sing one of these songs in lieu of "Twinkle Twinkle."

If the child cannot sing any of the above songs, let him/her sing a song of choice.

Indicate score.

If the child cannot sing, given any of the above options, move on to Part C.

C. Rhythm

Say: "Now we are going to play a Beat Game. I am going to play a tape and I want you to listen to it so you can clap the same beat with your hands that you hear on the tape. Listen very carefully. I would like you to repeat it exactly as you hear it. Ready?"

Play tape (clap rhythm). Stop tape. Allow child to respond to sample. Repeat tape if child does not respond.

"Now the next one is going to be a little different."
Listen carefully. See if you can repeat it."

Play rhythm sequence [1] on tape. Stop tape after rhythm sequence [1] is over. Then have child clap out rhythm. Indicate score.

Repeat procedure for next two rhythm sequences (2 and 3).

D. Variations

Say: "Now we will listen to "Twinkle Twinkle." Sometimes there will be mistakes when you hear it. I want you to tell me if you hear a mistake, and if you do, tell me as soon as you hear it." Ask child if s/he is ready to begin.

Variations--play the following sequences on tape; after each sequence, record child's response on score sheet.

1) (correct)
2) (correct)
3) (incorrect)
4) (correct)
5) (incorrect)

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MUSICAL ASSESSMENT SCALE

Pupil _____ School _____

Teacher _____ Class _____

Scoring Instructions

A. Pitch Matching: Check if child correctly identifies pitches as being the same or different. [Correct answer - 1 pt.]

1. same: _____
2. different: _____
3. different: _____
4. same: _____
5. different: _____
6. same: _____
7. different: _____
8. same: _____

Pitch Matching Score: _____ pts.

B. **Singing**

1. Does child sing song in tune? (score 2 pts. for yes) [] yes [] no
2. Does child maintain a regular tempo throughout the song? [] yes [] no (score 1 pt. for yes)

Singing Score: _____ pts.

C. **Rhythm.** For each correct response score 1 pt.

1. _____
2. _____
3. _____

Rhythm Score: _____ pts.

D. **Variations.** Check if the child identifies correct and incorrect versions of the tune. Score 2 pts. for each.

1. Correct _____
2. Correct _____
3. Incorrect _____
4. Correct _____
5. Incorrect _____

Variations Score: _____ pts.

Score subtotals: Pitch Matching _____
Singing _____
Rhythm _____
Variations _____

(Top score = 24 pts.) TOTAL MUSICAL SCORE: _____ pts.

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BODILY-KINESTHETIC ASSESSMENT

I. EXPERIENCE PHASE

A. Introduction to Improvisation

The teacher will introduce the game "Picture This" to the class. You may wish to do this in two groupings.

Say: "Boys and girls, today we are going to play a game of pretend. When I ask you to, close your eyes, try to get a picture in your head. Now, close your eyes and picture yourself brushing your teeth...picture the toothbrush going from side to side and up and down. Don't do anything yet, just picture this in your head."

"Now, act it out. Open your eyes and pretend to brush your teeth." (Pause) "Good."

"Close your eyes and picture this: you are fixing your own lunch. You are making a sandwich. Now open your eyes and act it out. Pretend you are making a peanut butter and jelly sandwich. First, open the jar of peanut butter and put in the spoon and take some out of the jar. Spread it on the bread. Don't forget to lick off the spoon! Now, open your jelly jar. Spread some jelly on the peanut butter. Are you ready to eat your sandwich? Take a big bite. Show me how it tastes!..." (Pause) "Very good."

"For this next game of picture this, you will have to stand up and find a space on the floor. Ready?"

"Stand up and find your space. You must not touch or disturb anyone around you. You are going to pretend to be monsters. First, close your eyes and picture yourself as a monster. **How do you look? Are you big? and scary? and hairy? and fuzzy?**" (Pause)

"Now open your eyes and bend down. Curl up and make yourself as small as you can. Start growing into a big, scary monster. Keep growing, getting bigger and bigger and scarier and scarier until you are full size."

"Now monsters, go walking through the city streets. Pass the houses, pass the stores, pass the school...keep walking, walking. Monsters, you are feeling very hungry. You must find some food to fill your empty belly...**Have you found some food?** Eat until you are very full. Eat, eat, eat....You are so full you can hardly walk back to your home, but keep walking until you reach your space. Now that you are home and safe and full you feel good -- and warm and cuddly. You don't have to be a scary monster. You can be gentle and kind. You are happy to be a good, kind monster. Now go to sleep. Sleep monster. Shhh!"

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B. Movement

Note to Teacher: Children move naturally from their earliest stages of development. They enjoy physical opportunities for releasing energy and communicating ideas. This form of expression should be encouraged whenever possible.

SUGGESTED MOVEMENT ACTIVITIES

Experiment with materials: children move while wearing assorted clothing and/or carrying props (capes, flags, banners, scarves, hats).

Movement to illustrate mood: children create movements to show their feelings or illustrate mood.

Other interdisciplinary movement activities can include:

- responding to a piece of music or art;
- depicting a life science event, i.e., from seed to flower, becoming a butterfuly;
- creating a "living" skyline;
- becoming a numeral;
- dancing to tell a story;
- pantomiming a community worker.

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II. PERFORMANCE PHASE

A. IMPROVISATION

Note: This assessment is to be administered individually.

Say: "Hello (child's name)"

"Today we are going to play the 'Picture This' game. **Do you remember how to play?"** (Pause)

"You listen to what I say, picture it in your head, and then use your whole body: arms, legs, everything to act it out or show how you feel. **Are you ready to play?"**

Say: "Picture this...a person walking." (Pause) "Now act it out."

"Picture this...a person walking in mud." (Pause) "Now act it out."

"Picture this...a tall tree on a windy day." (Pause) "Now act it out."

"Picture this...being frightened." (Pause) "Now act it out."

"Picture this...ice cream melting." (Pause) "Now act it out."

COMPLETE SECTION A OF SCORE SHEET

B. MOVEMENT

Note: This assessment should be administered to groups of 5 children at a time, but you need to obtain individual scores.

Say: "Some different kinds of music will be played and you can move the way the music makes you feel. Do whatever you think is a dance. Each piece of music will be different and you can show these differences in your dance. Pay close attention because each piece of music will end suddenly. When that happens, 'freeze' wherever you are (until the next song starts)."

"Now I'm going to start the tape. Move to the music as you like, and don't forget to freeze when the music stops."

Play the tape. Make observations. Rate each student on his/her overall performance in response to all three pieces.

COMPLETE SECTION B OF SCORE SHEET

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BODILY-KINESTHETIC ASSESSMENT SCALE

Pupil _____ Class _____

Teacher _____ School _____

Ratings: 1. Not evident
2. Somewhat evident
3. Extremely evident

A. Improvisation

1. Does the child communicate ideas/feelings? _____

2. Does the child seem focused and interested in activity? _____

3. Does the child give surprising or unusual interpretations? _____

IMPROVISATION SCORE _____

B. Movement

1. Moves to the rhythm of the music; can find the underlying beat. _____

2. Can combine movements; moves freely through space with agility. _____

3. Adjusts to other dancers and available space; is aware of other people. _____

4. Directs attention; is interested and involved in the activity. _____

5. Shows pleasure in movement; performs with energy and intensity. _____

6. Communicates feelings/ideas. _____

7. Gives surprising or unusual presentations. _____

MOVEMENT SCORE _____

TOTAL SCORE FOR BOTH BODILY-KINESTHETIC ACTIVITIES _____

(Top score = 30)

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INTERPERSONAL/INTRAPERSONAL ASSESSMENT

Introduction

In an appropriate educational environment there should be ongoing interaction among the children in the classroom in addition to the interaction between the children and adults. The demonstration of interpersonal and intrapersonal skills can be observed as part of the activities in which the children engage during the course of the school day. Some of the observable behaviors you might note include demonstrating:

- leadership abilities;
- sensitivity toward others;
- strategies for resolving conflicts;
- strategies for handling frustrating situations.

The following class activities provide opportunities for interpersonal and intrapersonal abilities to be observed:

- play in the housekeeping area and block corner;
- circle time;
- group games;
- snack time;
- clean-up time;
- class trips;
- lessons with visiting adults;
- arrival and dismissal.

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INTERPERSONAL/INTRAPERSONAL ASSESSMENT SCALE

Pupil _____ School _____

Teacher _____ Class _____

Directions: Use the ratings below for each of the indicators. The assessment should reflect the child's behavior over a period of time.

Ratings:
1. Not evident
2. Evident
3. Extremely evident

1. Shows an awareness of and responds to the needs of others. ____
2. Demonstrates qualities of leadership. ____
3. Acts as peacemaker. ____
4. Exhibits ability to organize. ____
5. Exhibits a sense of fairness and justice. ____
6. Demonstrates supporting, caring and nurturing behavior toward others. ____
7. Is self-reliant. ____
8. Is task oriented. ____
9. Expresses preferences for personal likes/dislikes. ____
10. Enjoys being challenged. ____
11. Is willing to take risks. ____
12. Readily volunteers. ____
13. Exhibits a sense of direction/structure. ____
14. Is able to handle frustrating situations. ____
15. Easily adapts to small groups and/or large group situations. ____

(Top score = 45 points) TOTAL SCORE ____